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ABSTRACT

Developed in response to the Regents' Action Plan Part 100.4 of the Commissioner's Regulation, which requires a cooperative effort between New York State teachers and librarians to ensure that new course equivalency requirements are fulfilled, this curriculum is designed to facilitate the coordination and integration of library and classroom instruction. Intended for use as guidelines for the teacher and the librarian in developing their cooperative lesson plan, 27 units are presented for the content areas of art, English, foreign language, health, home and career skills, life science, mathematics, music, physical education, physical science, science/social studies/technology, social studies, and technology. The information provided for each unit includes objectives, suggested resources, teaching materials, procedures, and suggested method of presentation. A bibliography of core resources and 12 special subject bibliographies are also included. Appendices contain sample management documents, an information skills checklist, a listing of resources, and a note on evaluation and participation. (KM)

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ED275346

INFORMATION SKILLS CURRICULUM

7th-8th GRADE

Schuyler-Chemung-Tioga

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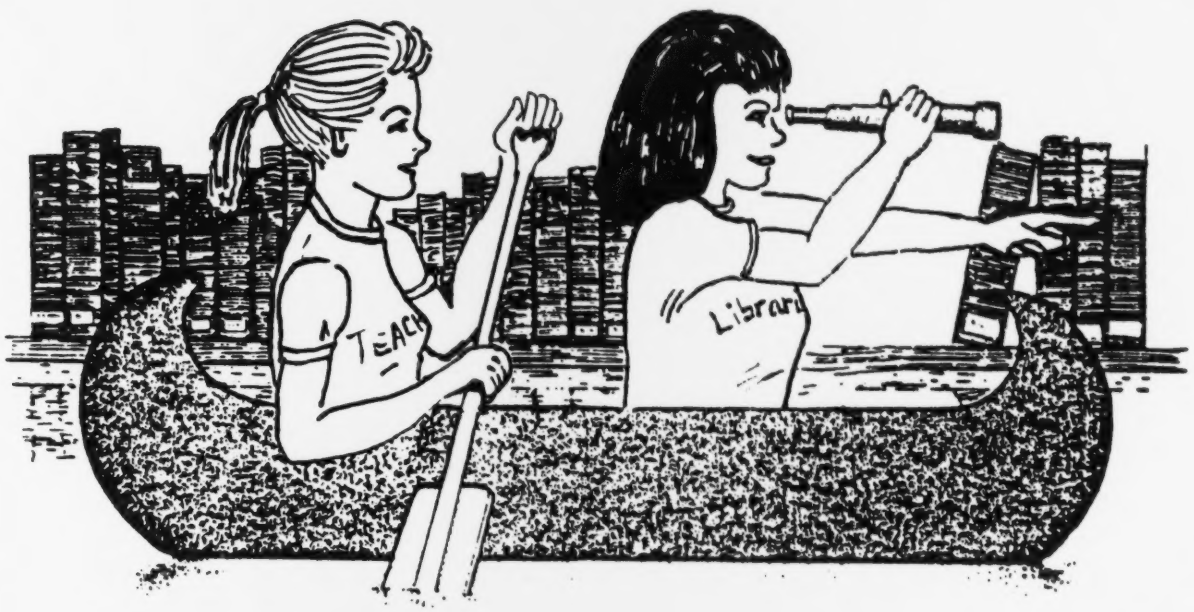

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NOTES:

INTRODUCTION

The "Regents Action Plan" part 100.4 of the Commissioner's Regulation requires a cooperative effort between teachers and librarians to ensure that new course requirements are fulfilled.

Effective September 1986, students in grade 7 and 8 will be provided library and information skills the equivalent of one period per week.

These library and information skills shall be taught by classroom teachers and library media specialists to ensure coordination and integration of library instruction with classroom instruction.

Towards this end the following curriculum has been prepared in order to achieve dual responsibility, identify desired learning outcomes, and develop activities to fulfill the equivalency requirements.

PLEASE NOTE: THE "UNITS" IN THIS DOCUMENT ARE NOT INTENDED TO BE IN A LESSON PLAN FORMAT. THEY ARE TO BE USED AS GUIDELINES WHEN THE TEACHER AND THE LIBRARIAN DEVELOP THEIR COOPERATIVE LESSON PLAN.

CONTENT AREA:

Art 7/8

UNIT:

Art Reference Research

OBJECTIVE:

To answer reference questions on art topics.

SUGGESTED RESOURCES:

Current Biography
Almanacs
Periodicals
Encyclopedias
Card Catalog
Who Was Who
Dictionary of American Biography
Art through the Ages
Time/Life series on the Artists
Encyclopedia of Art
Your Career in Art and Design
Occupational Outlook Handbook
Social History of Art
Readers' Guide
Facts on File

TEACHING MATERIALS:

Knowledge Master:Music and Fine Arts series
Computer Disc
Apple II+, e, c
Academic Hallmarks

PROCEDURES:

1. Teacher schedules and plans adequate library time and instruction with the librarian.

2. Teacher will introduce topic to students.

3. Teacher runs off unique question sheets - distributes to students.

Art 7/8 - Art Reference Research....continued

4. Librarian introduces various art and general reference materials.

5. Teacher brings students to library for reference work.

6. Students will write down source of answers in bibliography format.

7. Students complete sheets and hands in to teacher for evaluation.

SUGGESTED METHODS OF PRESENTATION:

For less able students easier questions or fewer correct answers needed for credit.

CONTENT AREA:

Art

UNIT:

Calligraphy/Lettering

OBJECTIVE:

To practice and refine the skill of calligraphy/lettering to locate and select a quotation meaningful to the student.

SUGGESTED RESOURCES:

Quips and Quotes
Bartlett's Familiar Quotations
Stevenson's Home Book of Quotations
Quotations for Special Occasions
A Treasury of Lincoln Quotations
Reader's Digest Quotable Quotes
Peter's Quotations
Oxford Book of Quotations
McGill's Quotations in Context
Argus Posters
The Douer Reprints (Illuminated calligraphy)
Books in calligraphy and lettering

TEACHING MATERIALS:

Check building
BOCES media catalogs

PROCEDURES:

1. If library time is required, the classroom teacher will schedule time in the library to complete the assignment and arrange for library instruction.
2. Presentation/practice of skill will be done in classroom.
3. The teacher and/or librarian instructs the class in the use of research materials.
4. The student finds, selects, and illustrates the quotation.

SUGGESTED METHODS OF PRESENTATION:

Students may display products.

CONTENT AREA:

Art 7/8

UNIT:

Research Paper

OBJECTIVE:

To research a topic and produce a finished paper on an art topic.

SUGGESTED RESOURCES:

Current Biography
Almanacs
Periodicals
Encyclopedias
Card Catalog
Who Was Who
Dictionary of American Biography
Art through the Ages
Time/Life series on the Artists
Encyclopedia of Art
Your Career in Art and Design
Occupational Outlook Handbook
Social History of Art
Readers' Guide
Facts on File
School Arts
Horizon
American Heritage
American Artist
Atlantic
New Yorker
Harpers
Time
Newsweek
New York Times
Art News

TEACHING MATERIALS:

MLA Handbook for Writers of Research Papers
Turabian
Filmstrip on writing a paper
Bibliographic poster
Guidance Associates

Art 7/8 - Research Paper....continued

PROCEDURES:

1. Teacher schedules and plans adequate library time and instruction with the librarian.
2. Teacher will introduce topic to students.
3. Teacher or librarian will instruct in correct bibliographic format.
4. Teacher will give overview on writing a paper.
5. Students will brainstorm their topic of choice, subject to teacher approval.
6. Teacher brings class to library and librarian introduces students to general and specific reference works suitable for the topic.
7. Teacher assigns topic to students who cannot come up with one.
8. Students begin research and refine topic.
9. Students fill out note cards.
10. Students make outline.
11. Students pre-write.
12. Students finish paper.
13. Teacher evaluates paper.

CONTENT AREA:

English - Grade 7/8

UNIT:

Heroes or heroines - Hall of Fame

OBJECTIVE:

Select a hero; locate and use biographical resources--retrospective and current; write persuasive essay convincing audience that this hero belongs in the Heroes' Hall of Fame.

SUGGESTED RESOURCES:

Dictionary of American Biography
Dictionary of National Biography
Webster's Biographical Dictionary
Who's Who series
Current Biography
Biography Index (SLS)
Notable American Women
Album of Negro History
Readers'Guide
Card Catalog
Biographies-individual and collective

TEACHING MATERIALS:

Samples of persuasive essays
Related audio-visual materials (school catalog, BOCES catalog)
Dictionaries to define characteristics of hero

PROCEDURE

1. Teacher schedules and plans adequate library time and instruction with the librarian.
2. Teacher presents unit, initiates definition and qualities of hero, discussion of hero and characteristics, use dictionary.
3. Teach or review persuasive essay. Read model of persuasive essay particulary of a hero.
4. Student selects hero, subject to approval of the teacher.
5. Teacher and/or librarian instructs in use of biographical resources.

English - Grade 7/8 - Heroes or heroines - Hall of Fame...continued

6. Student researches his selected hero and student completes essay per teacher's requirements on format and bibliographic form.
7. Teacher evaluates completed project.

SUGGESTED METHODS OF PRESENTATION:

Can be adapted to particular type of heroes-scientific, literary, etc.
Oral presentation by students--students vote.
Limit individual to certain time frame or geographic area.
Multidisciplinary project.
Correlation with social studies.
Visual art presentation by student.
Dress as hero day - video tape.

CONTENT AREA:

English 8

UNIT:

Holocaust/World War II

OBJECTIVE:

To gain more insight into a historical period through selection and reading a book as a supplementary activity following the study of the Diary of Anne Frank.

SUGGESTED RESOURCES:

Reading lists on the Holocaust
Sources in the library - using card catalog

PROCEDURES:

1. The teacher arranges with the librarian for instruction time to suggest resources.

2. The teacher presents the assignment in the desired format.

3. The teacher takes the class to the library for the library instruction.

4. The students selects a book and begins reading.

5. The students completes the assignment per teacher direction.

OTHER ACTIVITIES:

Reading List:

any life of Hitler, Mussolini, Stalin, Roosevelt.
Reiss, Johanna. The upstairs room.
Sachs, Marilyn. A pocket full of rye.
Kerr, Judith. When Hitler stole Pink Rabbit.
Other titles on lists offering readings on the Holocaust as well as those in card catalog.

Community Speaker:

Siegal, Aranka

CONTENT AREA:

English

UNIT:

Metamorphosis in Literature

OBJECTIVE:

To research a story which illustrates a character who undergoes a metamorphosis

SUGGESTED RESOURCES:

Handbooks on Mythology (LaRousse, Zimmerman, Bulfinch, etc.)
Card Catalog

TEACHING MATERIALS:

Video
Filmstrips and Vertical File Materials

PROCEDURES:

1. The teacher arranges with the librarian for instruction in library materials.

2. Students read an example of a story which shows a character metamorphosis. Students discuss other examples of metamorphosis in literature.

3. The teacher discusses the assignment of reading an additional story or literature selection which illustrates the concept.

4. The teacher takes the students to the library where the librarian instructs them in the use of available materials.

5. The students research a story and complete the assignment according to the teacher's specifications.

6. The following list may be presented to the class for ideas:

Adonis
Alcyone
Arachne
Baucis
Clark Kent
Clytie
Daphne
Dr. Jekyll
Echo
Eliza Doolittle
Hyacinthus
Medusa
Narcissus
Napoleon (Animal Farm)
Orion
Pygmalion
Pcylla
fairy tales

SUGGESTED RELATED ACTIVITIES:

-Introduce the idea through comic book characters, i.e., Hulk, Spider Man, Bat Man, etc.

-Compare comic book character with literary, mythological character.

-Students create a character and write a description, short story, etc.

CONTENT AREA:

English 8

UNIT:

Reading The Diary of Anne Frank as an example of how literature brings history to life.

OBJECTIVE:

To research the historical vocabulary of the story The Diary of Anne Frank using library resources such as references on religion, biographical references and books on the Holocaust period and World War II.

SUGGESTED RESOURCES:

Card Catalog
Never to Forget: The Jews of the Holocaust by Milton Meltzer
unabridged dictionaries
religious references
biographical dictionaries
histories of the period

TEACHING MATERIALS:

The Legacy of Anne Frank - videotape
Films or AV material on the Holocaust

PROCEDURES:

1. The teacher schedules with the librarian the library-instruction time.

2. The teacher introduces the lesson and gives students the activity sheet.

3. The librarian or teacher presents film materials and acquaints the students with appropriate references.

4. Students complete the activity sheet using library resources.

5. A class discussion of the terms.

Activity Sheet--Vocabulary--Historical Terms

Below is a list of names and terms that Anne Frank uses in her diary. Use a dictionary or encyclopedia to identify each item, especially as the term had meaning during World War II.

1. Joseph Stalin

2. Adolph Hitler (Fuhrer)

3. Dwight D. Eisenhower

4. Nazi

5. Mussolini

6. Star of David

7. Queen Wilhelmina

8. Zionist

9. Allies

10. D-Day

11. Ration Coupons

12. Black Market

13. Gestapo

CONTENT AREA:

Foreign Language

UNIT:

Comic Strips/Translation

OBJECTIVE:

Locate and translate selected comic strip into foreign language. Use foreign language dictionary.

SUGGESTED RESOURCES:

English Language Newspapers
Foreign Language Dictionary
Opaque Projector
Books of Rhymes,Quotes, etc.

PROCEDURES:

1. If library time is required, teacher will schedule.

2. Teacher or librarian will explain locating newspaper sections and use of dictionary.

3. Students will locate and select comic strip and translate, using dictionary as needed.

4. Students will reproduce comic strip, using opaque projector, substituting foreign language captions.

SUGGESTED METHODS OF PRESENTATION:

Options for varied levels of skill:

1. Translate English quotation to foreign language.

2. Translate nursery rhyme or poem and present.

3. Translate American folk or patriot song and present.

4. Translate and perform American commercial (videotape option).

5. Translate "How to do..." common thing, i.e., tie shoes, make coffee, etc.

6. Translate rules of common game.

CONTENT AREA:

Foreign Language

UNIT:

Cultures of (French) (Spanish) and (Other) Language Speaking Peoples

OBJECTIVE:

Investigate the culture of people whose language the student is studying, utilizing print and non-print materials.

SUGGESTED RESOURCES:

Atlases
Encyclopedias
Card Catalog
Specialized Encyclopedias
Travel Guides
Geographical Dictionary
Cookbooks
Almanacs
National Geographic Index
Vertical File
Audio-visual material
National Anthems of the World - Shaw, M., ed.
Lands and People - Grolier
Time/Life series
MacDonald Countries series

PROCEDURES:

1. The teacher arranges for library instruction and schedules adequate time in the library to complete the assignment.

2. The teacher introduces unit and assigns students to small groups.

3. The librarian and/or content area teacher instructs the class in the use of applicable resources including audio-visual materials and equipment.

4. Student locates and organizes information to complete his/her portion of group project.

5. Groups will present projects to class.

Foreign Language - Cultures of (French) (Spanish) and (Other) Language Speaking People....continued

SUGGESTED METHODS OF PRESENTATION:

Oral Report
Bulletin Board
Map/Flag of Individual Country (Opaque Projector)
Scrapbook
Sampling of Foods
Videotape or Slide Tape Presentation
Art, Architecture (possible slide presentation)
Native Dance Performance
Music of Country (including anthem)
Pictures or Samples of Costumes
Literature of Country (possible timeline)

CONTENT AREA:

Foreign Language

UNIT:

The Geography of France

OBJECTIVE:

By locating and using materials related to the culture, heritage, history , foods, etc. of France, the student will draw a map on a particular topic. Students will gain an understanding of specialized maps.

SUGGESTED RESOURCES:

Statesman's Yearbook
World Almanac
Card Catalog
Background Notes
Time Life series - France
Fodor's Guide to France
Michelin Guides - France
National Geographic Index
Atlases
Worldmark Encyclopedia
Encyclopedias
New York Times

TEACHING MATERIALS:

Atlas
Card Catalog

PROCEDURES:

1. The teacher arranges for library instruction and schedules adequate time in the library to complete the assignment.

2. The teacher introduces the assignment to the class by showing a special map on minerals of France or whatever other topic.

3. The student chooses from a teacher prepared list of topics (wine, cooking, weather, etc.)

4. The teacher brings the students to the library and the librarians introduces them to pertinent reference materials, reteaching the card catalog where necessary.

French - The Geography of France.....continued

5. The students research their topics, gaining data for their maps.

6. Students produce a map for teacher evaluation.

FRANCE

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CONTENT AREA:

Health 7/8

UNIT:

Drugs

OBJECTIVE:

Students will learn knowledge, skills and attitudes which enable development and understanding of the ill effects of alcohol, tobacco, and other drugs. Use of references and indexes. Special emphasis on the Readers' Guide.

SUGGESTED RESOURCES:

Readers' Guide
Encyclopedias - general and specialized
SIRS
Facts on File
Dushkin titles (series)
Card Catalog
Physicians Desk Reference
Drugs from A to Z
Vertical File
Various Periodicals
Licit and illicit drugs
Drugs: a multimedia sourcebook for young adults
Dictionary

TEACHING MATERIALS:

Readers' Guide filmstrip
Readers' Guide pamphlets (Wilson)
older Readers' Guides (paperbound)
The Choice is Up to You (AV kit)
L.R.S. Drug Topics on Disc, Apple II
Basic Library Skills (transparency)

PROCEDURES:

1. The teacher arranges for library instruction and schedules adequate time in the library.

2. The teacher introduces a list of drugs or initiates a class brainstorming discussion to produce a list.

3. The teacher assigns a drug (specific) to each student to research in the library.

4. The teacher will produce a drug checklist for the students, listing the following: street name, category of drug (narcotic, hallucinogenic, etc.), physical and mental effects, whether or not the drug is addictive.

5. The teacher explains the unit plan.

6. The teacher brings class to the library and librarians introduces class to suggested resources.

7. Students may use checklist to direct their research on their assigned drug topic.

8. Students produce report which may be presented orally, as an audio-visual project, or in a written form.

RELATED ACTIVITIES:

Role playing
Videotape production
Produce a bulletin board with newspaper clippings, pictures, etc., of their drug.
Poster

CONTENT AREA:

Health - Grade 7/8

UNIT:

Drugs and Alcohol

OBJECTIVE:

Gathering facts on the dangers of abuse of drugs and alcohol and to form an opinion on its effects on society, using Readers' Guide and other pathways to the most recent sources.

SUGGESTED RESOURCES:

Readers' Guide to Periodical Literature
New York Times
Community Resources
District Catalogs

TEACHING MATERIALS:

AV
Filmstrips
Videotapes

PROCEDURE:

Teacher plans with librarian and arranges for library instruction.

Teacher presents unit to the class and sets guidelines emphasizing currency.

Teacher/librarian instructs class in effective searching for appropriate, up-to-date information.

Student finds materials and notes information and document sources.

SUGGESTED METHODS OF PRESENTATION:

Written Report
Oral Report
Visual Presentation, including posters, collage
Dramatic Presentation
Guest Speaker
Debate

CONTENT AREA:

Health

UNIT:

First Aid and Safety

OBJECTIVE:

The student will research and prepare an oral report on a safety procedure.

SUGGESTED RESOURCES:

Card Catalog
Readers' Guide
current Red Cross First Aid Book
Disaster Manuals
Vertical File
Current Health magazine

TEACHING MATERIALS:

Subject area materials on Reserve Shelf in library

PROCEDURES:

1. The teacher arranges for library instruction and schedules adequate time in the library to complete the assignment.

2. The teacher introduces the oral report assignment to the class and sets the parameters.

3. Each student chooses from a teacher-prepared list their topic to research.

4. Librarian or classroom teacher teaches and reinforces reference materials and use of Reserve Shelf.

5. Students research topic and prepare visual aids as necessary.

6. Students present oral reports to class.

SUGGESTED METHODS OF PRESENTATION:

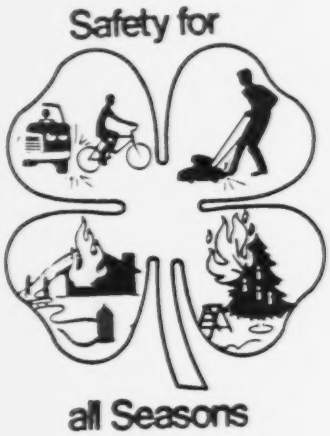
1. Safety rules for sports, recreational activities, including such topics as hunting, bike riding, skateboarding, horseback riding.

2. Demonstrate what to do in case of:

   Shock
   Poisoning
   Stings and bites
   First Aid Kits
   Mouth-to-mouth resuscitation
   Chocking
   Heatstroke
   Burns
   Smoke Alarms, etc.

3. How to survive a natural disaster:

   Tornados
   Hurricanes
   Floods
   Earthquakes
   Fires



CONTENT AREA:

Home and Career Skills

UNIT:

"Pipe dream vs. Reality"- Stepping Stone to Career Planning Unit

OBJECTIVE:

In order to form an opinion, research the job of your dreams, thereby becoming familiar with career resources in library.

SUGGESTED RESOURCES:

Dictionary of Occupational Titles
Occupational Outlook Handbook and quarterly updates
Library System
GIS

TEACHING MATERIALS:

AV materials
Handouts (outline form, lists of occupations)

PROCEDURES:

1. Teacher and librarian plan and schedule library time.
2. Teacher presents assignment in classroom. Use a motivational gimmick such as:

   a. release labeled, helium filled balloons (with strings)
   b. discussion - "Is what I want to be, a <u>possible</u> dream?"
   c. set parameters of assignment- briefly investigate career using provided outline and completion of a self assessment sheet.
   d. outcome - a paragraph answering the question posed.

3. Teacher/librarian introduces class to library career materials.

Home and Career Skills....continued

4. Students locate material and complete outlines.

5. Students share paragraphs in small groups.

RELATED ACTIVITIES:

1. Class discussion to share outcomes; small groups suggested for first sharing.

2. "Do we need more information?"

FORM FOR STUDENT OUTLINE

JOB TITLE:----------

1. Job Description

II. Necessary Qualifications

A. Personal characteristics

B. Education/training

III. Job Outlook (present and future)

IV. Salary

V. Other compensations

CONTENT AREA:

Life Science

UNIT:

Mammals

OBJECTIVE:

The student will select one mammal, initiate a list of at least ten questions to be answered concerning that mammal using notetaking skills.

SUGGESTED RESOURCES:

Card Catalog
Encyclopedias
Special Encyclopedias, eg Encyclopedia of the Animal Kingdom, Encyclopedia of Mammals - David MacDonald

TEACHING MATERIALS:

Note cards - at least 10 per student

PROCEDURES:

1. The teacher schedules adequate time in the library to complete the assignment.

2. Teacher introduces unit, defines mammal, sets parameters for the assignment.

3. Librarian introduces and reinforces subject area reference material.

4. Students selects mammal with teacher approval before coming to the library.

5. Teacher and students brainstorm to formulate a suggested list of questions.

6. Students will follow defined procedures in note taking, i.e., one question on each notecard, write source on card.

CONTENT AREA:

Math

UNIT:

Decimals

OBJECTIVE:

The students will recognize that decimals are used in a library classification system.

TEACHING MATERIALS:

Dewey Decimal Charts
Overheads

PROCEDURES:

1. The teacher arranges for library instruction and schedules adequate time in the library to complete the assignment.

2. In class the teacher introduces concept of decimals and their varied uses.

3. Librarian explains use of decimals in library.

4. Librarian introduces Dewey Decimal Classification System.

5. Divide class into two groups, one group remains in classroom with teacher to work on Dewey Decimal Classification worksheet, other group goes to library and works on guided practice activity with library personnel. Groups relate.

SUGGESTED METHODS OF PRESENTATION:

Guided practice activity ideas - student work to be approved by library personnel.

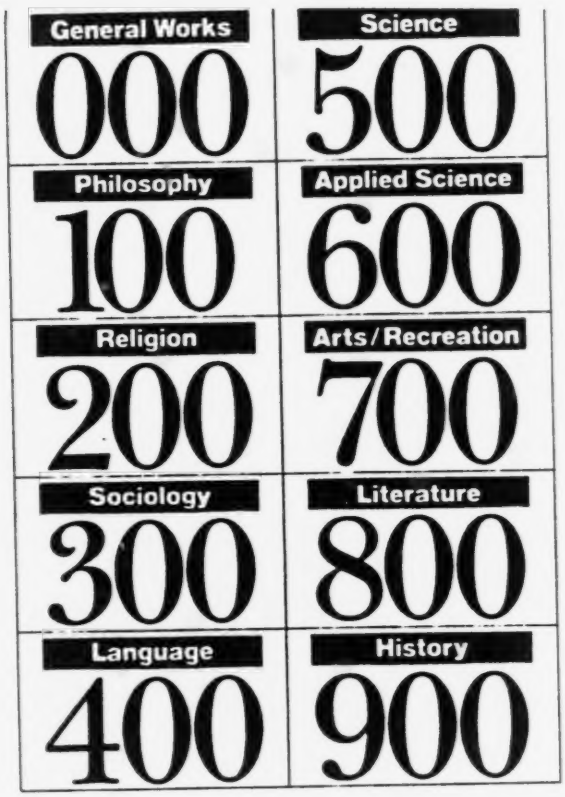
1. Using strips of paper with Dewey Decimal call numbers students "shelve" the strips of paper.

2. Shelve nonfiction books.

Math - Decimals....continued

3. Arrange old catalog cards according to Dewey Decimal Classification System.

4. Jumble ten - show ten books in order - jumble them and have student put in order (need several areas) after student's work is checked, he/she jumbles for next student.



CONTENT AREA:

Math

UNIT:

Percentages

OBJECTIVE:

Student will calculate percentages using numerical information found in almanacs.

SUGGESTED RESOURCES:

World Almanac and Book of Facts
Information Please
Readers' Digest Almanac
New York Times Almanac

PROCEDURES:

1. The teacher schedules adequate time in the library to complete the assignment and arranges for library instruction in the use of the library materials.

2. Before taking the class to the library, the teacher introduces the worksheet to be completed.

3. The content area teacher or librarian introduces the research materials necessary to complete the worksheet.

4. Students research the subject and complete the worksheets.

5. Students complete their computations, either in the library or in the classroom.

SUGGESTED TOPICS:

The student will determine the percentage of

1. Increase or decrease in population in a country.

2. Population density

3. Deaths

4. Sports

CONTENT AREA:

Music 7/8

UNIT:

Music Reference Research

OBJECTIVE:

To answer reference questions on musical topics
Apple II+, e, c

SUGGESTED RESOURCES:

Current Biography
Almanacs
Periodicals
American Musical Theatre
Facts on File
Biographical Dictionary of American Music
Encyclopedias
Card Catalog
Readers' Guide to Periodical Literature
New York Times
Oxford Encyclopedia of Film
Grove's Dictionary of Music
Oxford Encyclopedia of Music
Dictionary American Biography
Who Was Who
Occupational Outlook Handbook
Directory of the Films

TEACHING MATERIALS:

Knowledge Master Music and Fine Arts series
Computer Disc
Academic Hallmarks
Filmgoers Companion
Rock On

PROCEDURES:

1. Teacher schedules and plans adequate library time and instruction with the librarian.

2. Teacher will introduce topic to students.

3. Teacher runs off unique questions sheets- distribute to students.

4. Librarian introduces various music and general reference materials.

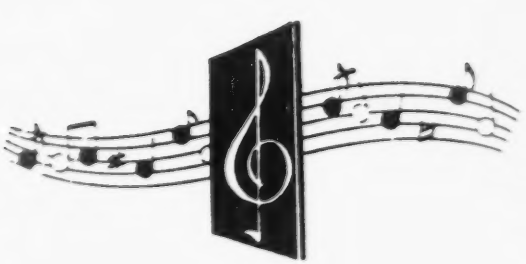
5. Teacher brings students to library for reference work.

6. Students will write down source of answers in bibliographic form.

7. Students complete sheets and hand in to teacher for evaluation.

SUGGESTED METHODS OF PRESENTATION:

For less able students easier questions or fewer correct answers needed for credit.



CONTENT AREA

Music 7/8

UNIT:

Research Paper

OBJECTIVE:

To research a topic and produce a finished paper.

SUGGESTED RESOURCES:

Current Biography
Almanacs
Periodicals
American Musical Theatre
Biographical Dictionary of American Music
Encyclopedias
Card Catalog
Readers' Guide to Periodical Literature
Rolling Stone
American Heritage
Downbeat
HiFidelity
Turabian
Horizon
Spies
Circus
Saturday Review
Graves Dictionary of Music and Musicians
New Yorker
New York Times
Oxford Encyclopedia of Music

TEACHING MATERIALS:

Filmstrip on writing a paper
Bibliography poster
Facts on File
Rock On
Film BOCES Companion
Who Was Who
MLA Handbook for Writers of Research Papers

Music 7/8 - Research Paper ....continued

PROCEDURES:

1. Teacher schedules and plans adequate library time and instruction with the librarian.

2. Teacher will introduce topic to students
3. Teacher or librarian will instruct in correct bibliographic format.

4. Teacher will give overview on writing a paper.

5. Students brainstorm their topic of choice subject to teacher approval.

6. Teacher brings class to library. Librarian will introduce students to general and specific reference works suitable for the topic. Teacher assigns topic to students who cannot come up with one.

7. Students begin research and refine topic

8. Students fill out note cards.

9. Students outline.

10. Students prewrite

11. Students finish paper.

12. Teacher evaluates paper.

CONTENT AREA:

Physical Education

UNIT:

Introduction to a Sport

OBJECTIVE:

Gain overview of a sport, using research of specialized references and sharing information with class.

SUGGESTED RESOURCES:

Card Catalog
Readers' Guide
Guinness Book of World Records
Guinness Book of Sports Records
Current Biography
Specialized encyclopedias
The Rule Book - St. Martins
Rand McNally Illustrated Dictionary of Sports
NYSPHAA Handbook for Sport
The Rules of the Game: The Complete Illustrated Encyclopedia of all the Sports of the World
Webster's Sports Dictionary'
Books on the individual sport and athletes in it
How Sports Began - Don Smith

PROCEDURE:

1. The teacher arranges for library instruction and schedules adequate time in the library for the student to complete the assignment.

2. The teacher introduces the requirements of the report, assigns small groups, and assigns an aspect of the sport to each group. Aspects may include: history, rules, equipment, safety, notable people involved, records and awards, and techniques.

3. The teacher or librarian explains to the student the materials which will be most useful.

4. The student researches and organizes information on his/her aspect of sport.

5. Groups report orally to class.

CONTENT AREA:

Physical Science

UNIT:

Astronomy

OBJECTIVE:

The student will complete a project on a specific planet using a variety of informational formats - media.

SUGGESTED RESOURCES:

Card Catalog
Readers' Guide
New Book of Popular Science
Rand McNally Encyclopedia of Astronomy
Cosmos - Sagan
Bulfinches' Mythology
The Universe - National Geographic
Filmstrips
Atlases
Almanacs

TEACHING MATERIALS: Students will be responsible for their own special materials.

PROCEDURE:

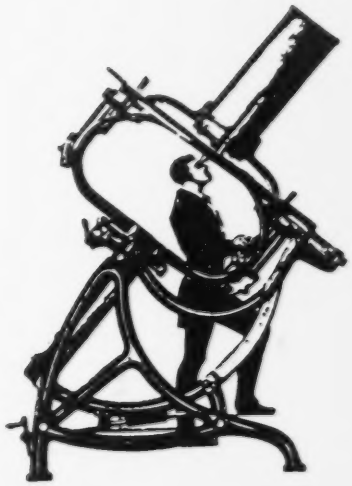
1. The teacher schedules adequate time in the library to complete the assignment and arranges for library instruction in the use of the resource materials.

2. Before taking the class to the library the teacher introduces the library project to the class.

3. The librarian or content area teacher instructs the student in the use of the library materials necessary to complete the assignment. Students complete the research using these library materials.

SUGGESTED METHODS OF PRESENTATION:

1. Draw a diagram to scale of the Solar System.
2. Tell in your own words the Greek or Roman legend of your planet, illustrations optional.
3. Draw and label a picture of the species that would inhabit your planet.
4. Make a poster advertising the sights you would see on your planet.
5. Draw your planet, label its important parts.
6. Write a poem about your planet.
7. Write a Science fiction story about your planet.
8. Tape a radio commercial telling of the attractions and wonders of your planet.
9. Make a diorama of the surface of your planet.
10. Write a report on your planet.



CONTENT AREA:

Physical Science

UNIT:

The great egg drop

OBJECTIVE:

Observe and identify scientific principles in action when a box containing an egg is dropped from a height.

SUGGESTED RESOURCES:

McGraw-Hill encyclopedia of science and technology
Card Catalog
Encyclopedias
Readers' Guide

TEACHING MATERIALS:

A small cardboard box for each student.

PROCEDURES:

1. Teacher arranges for library instruction and schedules adequate time in the library to complete the assignment.

2. Teacher introduces unit, reviews terms and principles and establishes ground rules for the experiment.

3. Teacher or librarian will instruct students in use of appropriate research materials.

4. Students will research scientific principles and historical examples of similar experiments.

5. Students will develop a proposal describing their methods of protecting an egg from damage during the drop, citing scientific principles involved.

6. Students bring in prepared egg box.

7. Teacher drops all egg boxes from substantial height.

8. Egg boxes will be examined for damage to eggs.

9. Students will write a short explanation of success or failure of their experiment.

Alternative: Students do research only after the experiment.

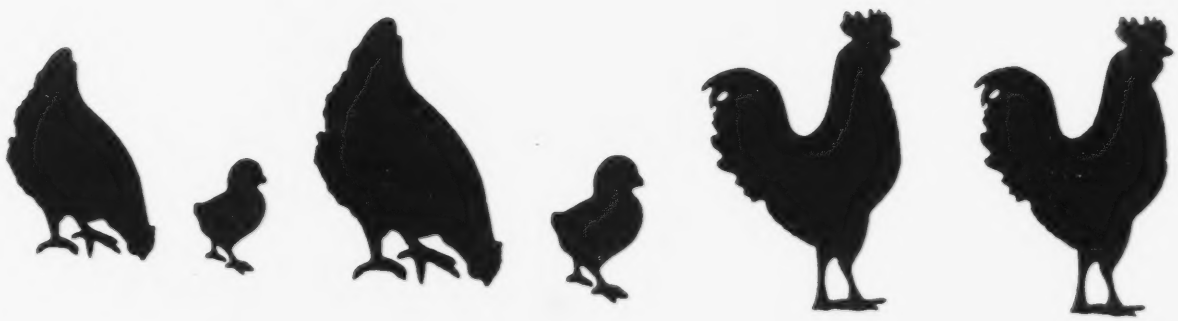
SUGGESTED RULES FOR EXPERIMENT:

1. Box may be modified in any way, including adding projectiles, padding or parachutes to outside.

or

2. Only inside of box may be prepared. (Seams may be taped.

3. Only raw eggs may be used. Hardboiled eggs are not acceptable.



CONTENT AREA:

Science/Social Studies/Technology

UNIT:

Community Waste Disposal Problem Solving

OBJECTIVE:

Research the major methods and laws governing waste disposal in a community. The class will reach a consensus in the solution, using a variety of print, non-print and community resources.

SUGGESTED RESOURCES:

1. Local zoning or planning committee member
2. Local Department of Environmental Conservation representative.
3. Cooperative Extension Service Representative
4. Readers' Guide
5. McGraw-Hill Encyclopedia of Science and Technology
6. Complete Ecology Handbook
7. Family Legal Guide: A Complete Encyclopedia of Law Per the Layman
8. McGraw-Hill Dictionary of Earth Science

TEACHING MATERIALS:

Teacher prepares map of fictional community.

Science/Social Studies/Technology - Community Waste Disposal Problem Solving....continued

PROCEDURES:

1. The classroom teacher will schedule time in the library to complete the assignment and arrange for library instruction.

2. The teacher introduces the units, defines the problem, and distributes copies of map.

3. Students are assigned land parcel in fictional community.

4. Students will hold a town meeting to discuss and brainstorm problem.

5. Students will form formal or informal groups to research options.

6. Teacher and/or librarian instructs the class in the use of appropriate resources including community resources.

7. Students will research problem.

8. Students will reconvene in town meeting. Teacher will set ground rules for achieving consensus.

9. Students will agree upon a proposed solution to the problem.

10. A chart/poster/report could be used to summarize the recommendation.

CONTENT AREA:

Social Studies

UNIT:

The Immigrants.

OBJECTIVE:

To select and study an immigrant group in the history of the United States, using historical references, the Readers' Guide, and sources outside the media center.

SUGGESTED RESOURCES:

Card Catalog
American Facts and Dates
Readers' Guide
community and family resources
Lerner series

TEACHING MATERIALS:

a.v. materials
Time, July 8, 1985

PROCEDURE:

1. The teacher schedules with the librarian for instruction and time in the library.

2. The teacher introduces the assignment and presents the unit guidelines for the project.

3. The teacher and/or librarian will work with the students in finding appropriate resources.

4. Results of the research would be produced in written form (at least in outline). A final product can be:
    1. an oral presentation
    2. an enactment of an event
    3. a personality portrayal, written or dramatized
    4. a presentation on cultural elements, music, art, dance
    5. a food sampling
    6. a will-edited written essay, comparing and contrasting the student's study with recent immigration group

RELATED ACTIVITIES:

1. Bringing community ethnic resources in, dance group, family, historical associations.
2. Searching family records.
3. Writing for federal records on immigration.

SUGGESTED OUTLINE:

I. Background of the group, previous to arrival in America
   - A. Description of original country
   - B. Reasons for emigrating

II. Voyage
   - A. Description of transportation
     1. Financial
     2. Conditions of accommodations

III. Settlement in America
   - A. Geographic areas
   - B. Adjustment difficulties
     1. Homes
     2. Language
     3. Life style
   - C. Economic factors
     1. Difficulties
     2. Typical occupations

IV. Contributions to American life
   - A. Language
   - B. Food
   - C. Architecture
   - D. Music
   - E. Customs

V. Noted individuals
   - A. Biographic facts
   - B. Achievements
   - C. Honors

CONTENT AREA:

Social Studies

UNIT:

People of the Civil War Era 1850-1875

OBJECTIVE:

To gain and extend knowledge of contributions of various individuals of the Civil War Era using general and specialized biographical and historical materials.

SUGGESTED RESOURCES:

See attached list

TEACHING MATERIALS:

Book and non-book materials

PROCEDURE:

1. The teacher schedules adequate time in the library and arranges for library instruction.

2. Presentation of project by teacher to students.

3. Librarian introduces general and specialized biographical reference materials.

SUGGESTED METHODS OF PRESENTATION:

Biography Worksheet
Booklet
Dramatic Presentation
Videotape
Debate
Book Report - Civil War Author
Oral Report
Trivia Contest: Personalities of Civil War Era
Mock Interview
Audiovisual Presentations

Social Studies - People of the Civil War Era 1850-1875...continued

SUGGESTED LIST OF INDIVIDUALS:

John Reynolds
William Seward
George McClellan
David Farragut
Stonewall Jackson
William Stanton
Andrew J. Russell
Salmon Chase
Robert E. Lee
Jefferson Davis
J.E.B. Stuart
John Brown
John C. Calhoun
John Wilkes Booth
Matthew Brady
Hannah Ropes
William T. Sherman
Harriet Beecher Stowe
Clara Barton
Ulysses S. Grant
Henry Clay
Abraham Lincoln
William Lloyd Garrison
Frederick Douglas
Harriet Tubman
Sojourner Truth
Esther Hill Hawks
Admiral Doubleday
George Pickett
Dred Scott
Andrew Johnson
George Meade
Horace Greeley
Quantrell
George C. Custer

CONTENT AREA:

Technology

UNIT:

AV equipment operation

OBJECTIVE:

Learn basic principles of operating AV equipment. Students will follow directions for proper operation of 16mm projector, filmstrip projector, slide projector, overhead projector, opaque projector, VCR and video camera.

SUGGESTED RESOURCES:

Manufacturer's manuals
Diagrams of equipment
Charts of operating procedures/flow charts
Demonstration
Local operating directions
Equipment and non-print material for each piece of equipment

PROCEDURES:

1. The teacher schedules adequate time in the library to complete the project and arranges for library instruction.

2. Teacher will introduce project and review requirements.

3. Teacher or librarian will instruct in importance of following directions, attention to safety rules, familiarity with equipment parts and a systematic or logical procedure of operation.

4. Teacher, librarian and/or aides will demonstrate proper use of equipment to small groups.

5. Students will practice and demonstrate proper use of equipment.

Technology - AV equipment operation....continued

SUGGESTED METHODS OF PRESENTATION:

Variations:

Learn use of VCR and video camera; produce instructional tape on safe use of a piece of industrial arts equipment.

CONTENT AREA:

Technology

UNIT:

Problems of waste products of technology

OBJECTIVE:

Research a technology waste problem and propose possible solutions; select appropriate materials including statistical information and specialized resources.

SUGGESTED RESOURCES:

Almanacs
Card Catalog
Database
Readers' Guide
Encyclopedias
Editorial Research Reports
Van Nostrand's Scientific Encyclopedia
McGraw-Hill Encyclopedia of Science and Technology
New York Times Index
New Book of Popular Science - Grolier
Vertical File

TEACHING MATERIALS:

Filmstrips
Videotape
Visuals
Study prints, etc., to introduce unit

PROCEDURES:

1. The teacher arranges for library instruction and schedules adequate time in the library to complete assignment.

2. Teacher introduces the unit, including list of possible topics; assigns students to small groups.

3. Teacher and/or librarian instructs the class in the use of research materials including indexes, almanacs and other specialized resources.

Technology - problems of waste products of technology....continued

4. The student searches for materials, determines appropriateness, compiles and analyses data and proposes possible solutions.

5. End products could be:

   Written report
   Oral report
   List of solutions
   Chart or graphs
   Bulletin Board

SOME SUGGESTED TOPICS:

Nuclear Waste
Plastic and Aluminum Waste
Acid Rain
Sludge Piles from Mills
Sludge
Landfills
Munitions Disposal
Oil
Industrial Waste
Chemicals
Used Cars
Used Tires
Radio-active Waste
PCB's
Dioxins
Pesticides
Marine Pollution

CORE BIBLIOGRAPHY

ALMANACS

Information Please
World Almanac

ATLASES

Goode's World Atlas
National Geographic Atlas of the World
Rand McNally Road Atlas

BIOGRAPHICAL

Chamber's Biographical Dictionary
Current Biography Yearbook
Contemporary Authors
Grove's Dictionary of Music and Musicians
Notable American Women
Webster's Biographical Dictionary

DICTIONARIES

American Heritage Dictionary
Bulfinch's Mythology
Cassell's Foreign Language Dictionaries
Random House Dictionary
Roget's Thesaurus
Webster's New Geographical Dictionary
Webster's third New International Dictionary, Supplement

ENCYCLOPEDIAS

Academic American
Americana
Collier's
New book of popular science
Popular Science Encyclopedia
World Book

CORE Bibliography....continued

INDEXES

American Heritage Index
Biography Index (SLS)
Granger's index to poetry
National Geographic Index
Poetry Index
Readers' Guide
Sear's list of subject headings
Short story index

MANUALS, HANDBOOKS

Legislative manual
MLA Handbook
New York redbook
Occupational Outlook Handbook
United States Government Manual

QUOTATIONS

Bartlett's familiar quotations
Oxford dictionary of quotations
Stevenson's home book of quotations

YEARBOOKS

Books of days
Science year: the World Book science annual
Statesman's yearbook
McGraw yearbook of science and technology encyclopedia
World Book Yearbook

ART BIBLIOGRAPHY

ART THROUGH THE AGES
BREWERS DICTIONARY OF PHRASE AND FABLE
BRITISH ENCYCLOPEDIA OF AMERICAN ART
DICTIONARY OF SUBJECTS AND SYMBOLS IN ART
ENCYCLOPEDIA AMERICANA
ENCYCLOPEDIA OF WORLD ART
FACTS ON FILE
FAMOUS FIRST FACTS
GOLDEN ENCYCLOPEDIA OF ART
HARLEM RENAISSANCE
HUMANITIES INDEX
McGRAW-HILL ENCYCLOPEDIA OF WORLD ART
NEW ENCYCLOPEDIA BRITANNIA, THE
OCCUPATIONAL OUTLOOK HANDBOOK
OXFORD COMPANION TO ART, THE
PANTHEON STORY OF ART FOR YOUNG PEOPLE
PRAEGER ENCYCLOPEDIA OF ART
READERS' GUIDE TO PERIODICAL LITERATURE
VERTICAL FILE
WOMEN ARTISTS
WORLD ALMANAC
WORLD BOOK ENCYCLOPEDIA
YOUR CAREER IN ART AND DESIGN

ENGLISH BIBLIOGRAPHY

LITERATURE

AMERICAN WRITERS
BEST AMERICAN PLAYS
BEST PLAYS OF THE EARLY AMERICAN THEATER
BREWER'S DICTIONARY OF PHRASE AND FABLE
CONCISE DICTIONARY OF LITERARY TERMS
CONTEMPORARY LITERARY CRITICISM
CONTEMPORARY AUTHORS
DICTIONARY OF LITERARY BIOGRAPHY
GALE AUTHOR SERIES
INDEX TO THE AUTHOR SERIES
OXFORD BOOK OF CHILDREN'S VERSE
OXFORD COMPANION TO ENGLISH LITERATURE
OXFORD COMPANION TO AMERICAN LITERATURE
PLAY INDEX
READER'S ENCYCLOPEDIA OF SHAKESPEARE
READERS ENCYCLOPEDIA OF WORLD DRAMA, THE
SHORT STORY INDEX
SOMETHING ABOUT THE AUTHOR
TWENTY BEST PLAYS OF THE AMERICAN THEATER
WILSON AUTHOR SERIES

MYTHOLOGY

BULFINCH'S MYTHOLOGY
DICTIONARY OF CLASSICAL MYTHOLOGY
FUNK AND WAGNALL'S STANDARD DICTIONARY OF FOLKLORE AND MYTHOLOGY
GREEK MYTHS
MYTHOLOGY
NEW LAROUSSE ENCYCLOPEDIA OF MYTHOLOGY^E
WHO'S WHO IN GREEK AND ROMAN MYTHOLOGY
WORDS FORM THE MYTHS

POETRY

FAVORITE POEMS OF OLD AND NEW
GRANGER'S INDEX TO POETRY
HOME BOOK OF MODERN VERSE, THE
INDEX TO POETRY FOR CHILDREN AND YOUNG PEOPLE
OXFORD OF MODERN VERSE
POEMS THAT LIVE FOREVER
POETRY HANDBOOK
TREASURY OF GREAT POEMS, A

English Bibliography....continued

QUOTATIONS

BARTLETT'S FAMILIAR QUOTATIONS
HOYT NEW ENCYCLOPEDIA OF PRACTICAL QUOTATIONS
OXFORD DICTIONARY OF QUOTATIONS
QUOTABLE WOMEN
QUOTATIONS FOR SPECIAL OCCASIONS
STEVENSON HOME BOOK OF QUOTATIONS

READING LISTS

BOOKS FOR THE TEEN AGE
BOOKS FOR YOU
NCTE YOUR READING
OUTSTANDING BOOKS FOR THE COLLEGE BOUND

STYLE MANUALS

MLA HANDBOOK
WEBSTER'S STANDARD AMERICAN STYLE MANUAL
WRITING AND THE RESEARCH PAPER: A HANDBOOK

FOREIGN LANGUAGE BIBLIOGRAPHY

2001 SPANISH AND ENGLISH IDIOMS
ACADEMIC ENCYCLOPEDIA
ATLASES
BETTER HOMES & GARDENS MEXICAN COOKBOOK
BOOK OF WORLD CUISINES, THE
CASSELL'S SPANISH DICTIONARY
CASSELL'S GERMAN-ENGLISH, ENGLISH-GERMAN
CASSELL'S LATIN DICTIONARY
CASSELL'S FRENCH DICTIONARY
CLASSIC INTERNATIONAL RECIPES
COLLINS-ROBERT FRENCH-ENGLISH
COOKING OF PROVINCIAL FRANCE
COOKING OF GERMANY
COOKING OF SPAIN AND PORTUGAL
COUNTRIES OF THE WORLD AND THEIR LEADERS
DISCOVERING OUR HERITAGE SERIES
ENCHANTMENT OF THE WORLD SERIES
FIRST THOUSAND WORDS IN SPANISH
FIRST THOUSAND WORDS IN FRENCH
FIRST THOUSAND WORDS IN GERMAN
LANDS AND PEOPLES
LATIN AMERICAN COOKING
LIBRARY OF NATIONS SERIES--TIME-LIFE SERIES
MacDONALD COUNTRIES (SERIES)
MERIT STUDENT'S ENCYCLOPEDIA
UNIVERSITY OF CHICAGO SPANISH DICTIONARY
WORLD ALMANAC AND BOOK OF FACTS
WORLD BOOK ENCYCLOPEDIA

HEALTH BIBLIOGRAPHY

ADDICTION: ITS CAUSES, PROBLEMS, AND TREATMENT
AMERICAN MEDICAL ASSOCIATION FAMILY MEDICAL GUIDE
BEWARE OF THE FOOD YOU EAT
BIOLOGY OF ADOLESCENCE, THE
BIRTH CONTROL: CONTRACEPTION AND ABORTION
BODYWORKS; THE KIDS' GUIDE TO FOOD AND FITNESS
BOYS AND SEX
CAREERS IN HEALTH SCIENCES
COMPLETE ECOLOGY FACT BOOK
DEATH OF THE SWEET WATERS
DOCTORS AND PATIENTS HANDBOOK OF MEDICINE AND DRUGS
DRUGS HANDBOOK
ESSENTIAL GUIDE TO NON-PRESCRIPTION DRUGS, THE
FIRST AID BOOKS
FISHBEIN'S ILLUSTRATED MEDICAL AND HEALTH ENCYCLOPEDIA
GIRLS AND SEX
GO ASK ALICE
GOULD MEDICAL DICTIONARY
GRAY'S ANATOMY
HUMAN NERVOUS SYSTEM: BASIC PRINCIPLES OF NEUROBIOLOGY
INTRODUCTION TO HUMAN ANATOMY
LICIT AND ILLICIT DRUGS: THE CONSUMER UNION REPORT ON NARCOTICS, STIMULANTS, DEPRESSANTS, INHALANTS, HALLUCINOGENS, AND MARIJUANA-INCLUDING CAFFEINE, NICOTINE, AND ALCOHOL
MARIHUANA RECONSIDERED
MEDICAL HEROES AND HERETICS
MERCK MANUAL OF DIAGNOSIS AND THERAPY
MODERN NUTRITION IN HEALTH AND DISEASE
MS - MD (WOMEN IN MEDICINE)
NOISE: THE NEW MENACE
PHYSICIAN'S DESK REFERENCE
READERS' GUIDE
SEX AND BIRTH CONTROL: A GUIDE FOR THE YOUNG
SIRS
STORY OF MEDICINE IN AMERICA, THE
TABER'S CYCLOPEDIC MEDICAL DICTIONARY
TEENAGE BODY, THE
TOBACCO AND YOUR HEALTH: THE SMOKING CONTROVERSY
UNFIT FOR HUMAN CONSUMPTION
VENEREAL DISEASE AND WHAT YOU SHOULD DO ABOUT IT
VD BOOK, THE
WAY THING WORK BOOK OF THE BODY, THE
WHOLE HEALTH CATALOGUE, THE
YOU AND YOUR HEALTH

HOME AND CAREER SKILLS--BIBLIOGRAPHY

CAREERS

90 MOST PROMISING CAREERS FOR THE 80'S
LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE: A SOURCE BOOK, CLUE BOOK AND DIRECTORY OF INSTITUTIONS. TRAINING FOR JOB OPPORTUNITIES
CURRENT CAREER AND OCCUPATIONAL LITERATURE
DICTIONARY OF CAREERS AND VOCATIONAL GUIDANCE
DICTIONARY OF OCCUPATIONAL TITLES
ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE
EXPLORING HIGH TECH CAREERS
GUIDANCE INFORMATION SYSTEM (GIS) COMPUTER PROGRAMS
ITS YOUR FUTURE. CATALYST'S CAREER GUIDE FOR HIGH SCHOOL GIRLS
MEN'S CAREER BOOK: WORK AND LIFE PLANNING FOR A NEW AGE, THE
NATIONAL CAREER DIRECTORY: AN OCCUPATIONAL INFORMATION HANDBOOK
OCCUPATIONAL OUTLOOK HANDBOOK
READY, SET, GO: HOW TO FIND A CAREER THAT'S RIGHT FOR YOU
WHAT TO DO UNTIL THE COUNSELOR COMES
WHAT COLOR IS YOUR PARACHUTE
WORK BOOK: A GUIDE TO SKILLED JOBS, THE
WORKING

FAMILY RESOURCE MANAGEMENT

ALL ABOUT YOUR MONEY
BODYWORKS, THE KID'S GUIDE TO FOOD AND PHYSICAL FITNESS
BUGS IN THE PEANUT BUTTER
BUTTERICK HOME DECORATING HANDBOOK, THE
DECORATING BOOK, THE
JUNK FOOD, FAST FOOD, HEALTH FOOD
NUTRITION
SWEET DREAMS FASHION BOOK, THE
SYLVIA PORTER'S YOUR OWN MONEY: EARNING IT, SPENDING IT, ETC.
YOU ARE WHAT YOU EAT

PERSONAL DEVELOPMENT

BOYS AND SEX
CHANGING BODIES, CHANGING LIVES
DEAR DIARY
DON'T WORRY YOUR NORMAL
FEELING GOOD ABOUT MYSELF
GIRLS AND SEX
MAKING FRIENDS WITH YOURSELF AND OTHER STRANGERS
REAL FRIENDS
SEX & BIRTH CONTROL
TEENAGE SURVIVAL GUIDE, THE
TEENAGE STRESS
WHO AM I? WHO ARE YOU?
WHY DO YOU FEEL DOWN & WHAT YOU CAN DO ABOUT IT
WHY AM I MISERABLE IF THESE ARE THE BEST YEARS OF MY LIFE?
YOU AND YOUR FEELINGS

PROCESS SKILLS

HOW TO WORK TOWARD AGREEMENT

PERIODICALS

CONSUMER REPORTS
CONSUMER RESEARCH
CURRENT CONSUMER & LIFESTYLES

MATHEMATICS BIBLIOGRAPHY

COMPUTER DICTIONARY (SCHOLASTIC)
COMPUTER GLOSSARY, THE
ILLUSTRATED DICTIONARY; FACTS, FIGURES AND PEOPLE INCLUDING THE INFORMATION PLEASE ALMANAC, ATLAS AND YEARBOOK
MATH EQUALS; BIOGRAPHIES OF WOMEN MATHEMATICIANS AND RELATED ACTIVITIES
MATHEMATICAL PEOPLE: PROFILES AND INTERVIEWS
NEW MATH
WORLD ALMANAC AND BOOK OF FACTS

MUSIC BIBLIOGRAPHY

BILLBOARD BOOK OF TOP 40 HITS: 1955 TO PRESENT
BREWER'S DICTIONARY OF PHRASE AND FABLE
COMPOSERS SINCE 1900
COUNTRY MUSIC ENCYCLOPEDIA
ENCYCLOPEDIA AMERICANA
ENCYCLOPEDIA OF POP, ROCK AND SOUL
FACTS ON FILE
FAMOUS FIRST FACTS
FILM GOERS COMPANION, THE
GOLDEN ENCYCLOPEDIA OF MUSIC
GREAT COMPOSERS 1300-1900'OXFORD COMPANION TO MUSIC
GUINNESS BOOK OF WORLD RECORDS
HARVARD DICTIONARY OF MUSIC
HISTORY OF WESTERN MUSIC
HUMANITIES INDEX
NEW OXFORD HISTORY OF MUSIC
NEW MUSIC LOVERS HANDBOOK, THE
NEW ENCYCLOPEDIA BRITANNICA, THE
NEW ENCYCLOPEDIA OF THE GREAT COMPOSERS AND THEIR MUSIC
OCCUPATIONAL OUTLOOK HANDBOOK
OXFORD COMPANION TO FILM
OXFORD COMPANION TO THE THEATER, THE
POPULAR MUSIC: AN ANNOTATED GUIDE TO RECORDINGS
RANDOM HOUSE ENCYCLOPEDIA
READERS' GUIDE
ROCK ENCYCLOPEDIA
SCHWANN 1
SCHWANN 2
WHO WROTE THAT SONG
WOMEN IN AMERICAN MUSIC
WORLD ALMANAC
WORLD BOOK ENCYCLOPEDIA

PERIODICALS

BILLBOARD
CASHBOX
GUITAR PLAYER, THE
MUSIC EDUCATION JOURNAL
SCHOOL MUSIC NEWS
SING OUT, THE FOLK SONG MAGAZINE

VIDEOTAPE

FROM JUMPSHEET. A STORY OF BLACK MUSIC. A series of 13-30 min. programs.

HARDWARE

DX-1 CARD FOR APPLE II,+,e

PHYSICAL EDUCATION BIBLIOGRAPHY

AUTOMOBILE RACING:AN ILLUSTRATED HISTORY
BEST, WORST AND MOST UNUSUAL IN SPORTS, THE
BIKE TOURING:THE SIERRA CLUB GUIDE TO OUTINGS ON WHEELS
COMPLETE ILLUSTRATED ENCYCLOPEDIA OF ALL THE SPORTS OF THE WORLD.
COMPLETE GUIDE TO TOTAL FITNESS
COMPLETE BASEBALL HANDBOOK, THE
CONCEPTS AND CAREERS IN PHYSICAL EDUCATION
ENCYCLOPEDIA OF FOOTBALL, THE
ENCYCLOPEDIA OF WORLD SOCCER, THE
ENCYCLOPEDIA OF SPORTS
GUINNESS SPORTS RECORDS BOOK
GUINNESS BOOK OF WORLD RECORDS
GUINNESS BOOK OF SPORTS RECORDS
HISTORY OF GOLF, A
HOW DID SPORTS BEGIN
HUNTER'S HANDBOOK: A GUIDE TO HUNTING IN NORTH AMERICA, THE
ILLUSTRATED ENCYCLOPEDIA OF BOATING, THE
INTERNATIONAL DICTIONARY OF SPORTS AND GAMES, THE
MODERN ENCYCLOPEDIA OF BASKETBALL
NEW AMERICAN GUIDE TO ATHLETICS, SPORTS AND RECREATION
NFL OFFICIAL ENCYCLOPEDIA HISTORY OF PROFESSIONAL FOOTBALL
NYSPHAA HANDBOOK FOR SPORT
OFFICIAL RULES OF SPORTS AND GAMES, THE RULES OF THE GAME, THE
OFFICIAL SOCCER BOOK OF THE U. S. SOCCER FEDERATION, THE
OFFICIAL ENCYCLOPEDIA OF BASEBALL, THE
OXFORD COMPANION TO WORLD SPORTS AND GAME
RAND MCNALLY ILLUSTRATED DICTIONARY OF SPORTS
RULE BOOK, THE
SPORTS LINGO A DICTIONARY OF THE LANGUAGE OF SPORTS
STORY OF THE OLYMPIC GAMES
WALKING SOFTLY IN THE WILDERNESS THE SIERRA CLUB GUIDE TO BACKPACKING
WEBSTER'S SPORTS DICTIONARY

SCIENCE BIBLIOGRAPHY

AAAS SCIENCE BOOK LIST: A SELECTED AND ANNOTATED LIST OF SCIENCE AND MATHEMATICS BOOKS FOR SECONDARY SCHOOL STUDENTS COLLEGE
AMAZING WORLD OF ANIMALS
AMERICAN MEN & WOMEN OF SCIENCE
ASIMOV'S BIOGRAPHICAL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY
ASIMOV'S GUIDE TO SCIENCE
ASTRONOMY
ATLAS OF INSECTS
ATLAS OF ANIMAL MIGRATION
ATLAS OF WILDLIFE
AUDUBON SOCIETY FIELD GUIDE TO NORTH AMERICAN SEASHORE CREATURES
BEING A PLANT
BRIEF GUIDE TO SOURCES OF SCIENTIFIC AND TECHNICAL INFORMATION, A 7th ed
CHEMISTRY
CHILDREN, PARENTS, AND TEACHERS
CHISELING THE EARTH
COMPLETE ECOLOGY FACT BOOK, THE
CONCISE ENCYCLOPEDIA OF THE SCIENCES
DICTIONARY OF GEOLOGICAL TERMS
DICTIONARY OF PHYSICAL SCIENCES, A
DICTIONARY OF SCIENTIFIC BIOGRAPHY
DICTIONARY OF BIOLOGY
DINOSAUR DICTIONARY, THE
EARTH IN MOTION
EDUCATORS GUIDE TO FREE SCIENCE MATERIALS
ELECTROMAGNETIC SPECTRUM, THE
ENCYCLOPEDIA OF OCEANOGRAPHY
ENCYCLOPEDIA OF PHYSICS
ENCYCLOPEDIA OF MAMMALS, THE
ENCYCLOPEDIA OF CHEMISTRY
ENCYCLOPEDIA OF BIOLOGICAL SCIENCES, THE
ENCYCLOPEDIA OF ROCKS AND MINERALS
ENCYCLOPEDIA OF THE ANIMAL KINGDOM
EXPERIMENTS WITH EVERYDAY OBJECTS: SCIENCE ACTIVITIES FOR
EXPLORING MAGNETISM
FAMILIES OF BIRDS
GEMS AND MINERALS OF AMERICA; A GUIDE TO ROCK COLLECTING
GENERAL SCIENCE INDEX
GEOLOGICAL DISASTERS
GROLIER'S AMAZING WORLD OF ANIMALS
GRZIMEK'S ANIMAL LIFE ENCYCLOPEDIA
GUINNESS BOOK OF ASTRONOMY FACTS AND FEATS, THE
HANDBOOK OF CHEMISTRY AND PHYSICS
HANDBOOK OF PHYSICS
HOW DID WE FIND OUT ABOUT BLACK HOLES
HOW DID WE FIND OUT ABOUT COMETS'STARS AND GALAXIES

Science Bibliography....continued

HOW IT WORKS: THE ILLUSTRATED SCIENCE INVENTION ENCYCLOPEDIA
ILLUSTRATED FACT BOOK OF SCIENCE
IT'S ALL RELATIVE
LC SCIENCE TRACER BULLET
MANUAL OF BOTANY
McGRAW-HILL MODERN SCIENTISTS AND ENGINEERS
McGRAW-HILL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY
McGRAW-HILL YEARBOOK OF SCIENCE & TECHNOLOGY
McGRAW-HILL DICTIONARY OF SCIENTIFIC AND TECHNICAL TERMS
MORE WAYS OF SCIENCE
NATIONAL GEOGRAPHIC PICTURE ATLAS OF OUR UNIVERSE
NATURE ATLAS OF AMERICA
NEW INTERNATIONAL WILDLIFE ENCYCLOPEDIA, THE
NEW BOOK OF POPULAR SCIENCE
NOSTRAND'S SCIENTIFIC ENCYCLOPEDIA
NOVA; SCIENCE ADVENTURES ON TELEVISION
OCEAN ALMANAC, THE
OCEANS OF THE WORLD
PENGUIN DICTIONARY OF PHYSICS, THE
PHYSICS
PLANET WE LIVE ON, THE
PLANETS, THE
PULSE OF THE PLANET: A STATE OF THE EARTH REPORT FROM THE
RADIATION: BENEFITS/DANGERS
RAND McNALLY ATLAS OF THE OCEANS
SAFETY IN THE SECONDARY SCIENCE CLASSROOM
SCIENCE FAIR PROJECT INDEX, 1960-1972
SCIENCE YEAR: THE WORLD BOOK SCIENCE ANNUAL
SCIENTIFIC QUOTATIONS: THE HARVEST OF A QUIET EYE
SCIENTISTS AND INVENTORS
SHORT-LIVED PHENOMENA
SIMON & SCHUSTER'S GUIDE TO INSECTS
SMITHSONIAN INSTITUTION FOR SHORT-LIVED PHENOMENA
THEIR BLOOD RUNS COLD
UNDERGRADUATES, AND NON-SPECIALISTS
WAVES AND BEACHES
WEATHER AND CLIMATE
WONDERS OF MARSUPIALS
WONDERS OF SPONGES
WORLD OF WORMS, THE
WORLD ALMANAC
YEARBOOK OF SCIENCE AND THE FUTURE
YEARBOOK OF ASTRONOMY

SOCIAL STUDIES BIBLIOGRAPHY

ALBUM OF AMERICAN HISTORY
AMERICAN NEGRO REFERENCE BOOK, THE
AMERICAN HERITAGE SERIES
ATLAS OF UNITED STATES HISTORY
BOOK OF THE STATES, THE
BOOK OF WOMEN'S ACHIEVEMENTS, THE
CIVIL WAR BATTLES
CONGRESSIONAL QUARTERLY SERIES
COUNTRIES OF THE WORLD AND THEIR LEADERS YEARBOOK
DICTIONARY OF AMERICAN BIOGRAPHY
DICTIONARY OF AMERICAN NEGRO BIOGRAPHY
DICTIONARY OF AMERICAN HISTORY
DOCUMENTS OF AMERICAN HISTORY
EBONY PICTORIAL HISTORY OF BLACK AMERICA
ENCYCLOPEDIA OF AMERICAN BIOGRAPHY
ENCYCLOPEDIA OF AMERICAN FACTS AND DATES
ENCYCLOPEDIA OF AMERICAN HISTORY
EVERYDAY THINGS IN AMERICAN LIFE SERIES
FACTS ABOUT THE PRESIDENTS
FAMOUS AMERICAN WOMEN: A BIOGRAPHICAL DICTIONARY
FAMOUS FIRST FACTS
GUIDE TO AMERICAN LAW: EVERYONE'S LEGAL ENCYCLOPEDIA, THE
INDIANS
INTERNATIONAL DICTIONARY OF WOMEN'S BIOGRAPHY, THE
MAGRUDER'S AMERICAN GOVERNMENT
NEW YORK STATE LEGISLATIVE MANUAL, THE
NEW YORK RED BOOK, THE
PICTORIAL HISTORY OF BLACK AMERICAN, A
PRESIDENTS OF THE UNITED STATES OF AMERICA, THE
UNITED STATES GOVERNMENT MANUAL
VIETNAM WAR ALMANAC
WEBSTER'S AMERICAN BIOGRAPHIES
WEBSTER'S NEW GEOGRAPHICAL DICTIONARY
WHO DO YOU THINK YOU ARE? BEGGING FOR YOUR FAMILY ROOTS

TECHNOLOGY BIBLIOGRAPHY

ACID RAIN
AIR FACTS AND FEATS
AUDELS' READY REFERENCE
COMPLETE ENCYCLOPEDIA OF MOTORCARS, THE
CONNECTIONS
DEATH OF THE SWEET WATERS
EDITORIAL RESEARCH REPORTS
ENCYCLOPEDIA OF AVIATION
ENCYCLOPEDIA OF ENERGY
ENCYCLOPEDIA OF HOW IT WORKS, THE
ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE
ENCYCLOPEDIA OF HOW IT'S BUILD, THE
EUREKA!
EVERYONE'S TRASH PROBLEM
FAMOUS FIRST FACTS
FIRST OF ALL
FROM KNOW-HOW TO NOWHERE
GRAPHIC ARTS ENCYCLOPEDIA
HAZARDOUS WASTE IN AMERICA
HISTORY OF WESTERN TECHNOLOGY
HOW TO SELL YOUR OWN INVENTION
HOW TO GET YOUR OWN PATENT
HOW IT IS MADE SERIES (FACTS ON FILE)
HOW THINGS WORK
HOW IT'S MADE
INDUSTRIAL POLLUTION
INVENTING OF AMERICA, THE
JANE'S ALL THE WORLD AIRCRAFT
LIFE SCIENCE LIBRARY/WHEELS
McGRAW HILL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY
MECHANIC ILLUSTRATED READERS GUIDE^R
NEW BOOK OF POPULAR SCIENCE
NEW MODEL ROCKETRY MANUAL, THE
NOISE; THE NEW MENACE
OCCUPATIONAL OUTLOOK HANDBOOK
OIL SPILLS
POISONED LAND
POPULAR SCIENCE
POPULAR MECHANICS
PROFILES OF THE FUTURE
SCIENCE DIGEST

Technology Bibliography....continued

SCIENCE NEWS
SCIENCE CHALLENGE
SMALL INVENTIONS THAT MAKE A BIG DIFFERENCE
TECHNOLOGY IN THE ANCIENT WORLD
TECHNOLOGY IN WESTERN CIVILIZATION
THIS IS THE WAY IT WORKS
THOSE INVENTIVE AMERICANS
TOXIC WASTE
UNFIT FOR HUMAN CONSUMPTION
VAN NOSTRAND'S SCIENTIFIC ENCYCLOPEDIA
WAY THINGS WORK, THE
WHAT MAKES IT WORK

COMMUNITY RESOURCES

AGENCIES
AMERICAN RED CROSS
CHEMUNG COUNTY COOPERATIVE EXTENSION
DAIRY, FOOD AND NUTRITION COUNCIL, INC. (BINGHAMTON)
NEW YORK STATE ELECTRIC & GAS CORPORATION
PLANNED PARENTHOOD
SOUTHER TIER ASSOCIATION FOR THE BLIND

MUSEUMS, HISTORICAL SOCIETIES
ARNOT ART MUSEUM
BIG FLATS HISTORICAL SOCIETY
CHEMUNG COUNTY HISTORICAL SOCIETY
HORSEHEADS HISTORICAL SOCIETY
NATIONAL SOARING MUSEUM
NEW YORK STATE HISTORICAL SOCIETY (COOPERSTOWN)
SCHUYLER COUNTY HISTORICAL SOCIETY

OTHER
ARNOT OGDEN MEMORIAL HOSPITAL
CLEMENS CENTER
BOCES
ELMIRA PSYCHIATRIC CENTER
local radio and televisions stations
ST. JOSEPH'S HOSPITAL
STAR-GAZETTE

LIBRARIES
BIG FLATS BRANCH LIBRARY
CORNING COMMUNITY COLLEGE LIBRARY
DUTTON S. PETERSON MEMORIAL LIBRARY (ODESSA)
GANNETT-TRIPP LEARNING CENTER (ELMIRA COLLEGE)
HORSEHEADS FREE LIBRARY
MONTOUR FALLS LIBRARY
NEW YORK ACADEMY OF FIRE SCIENCE (MONTOUR FALLS)
STEELE MEMORIAL LIBRARY
WATKINS GLEN PUBLIC LIBRARY

APPENDIX A

MANAGEMENT DOCUMENT

The following management documents are suggested methods of monitoring the fulfillment of the requirement of the Regents Action Plan. They may be used as presented or adjusted to individual district needs.

1.

SCHOOL SHEET

Subject Areas	Projected Hours	Actual Hours	Date Start/Completion

74

76

77

2.

SCHOOL

Subject Area	Teacher/ Section	Total # Periods	Information Skill	Unit Name	Date

75

73

3. School: _____

Subject Area: _____

Teachers/ Section	Unit Name	Information Skills	Time - Periods			Date	Completion
			In Class	In Library	Independent Time		

APPENDIX B

INFORMATION SKILLS CHECKLIST

I. Inquiry and Investigation

A. Card Catalog

1. Understands that the card catalog is an index to the library media center collection.
2. Can locate materials using call numbers on catalog cards.
3. Can use the card catalog to locate materials by author, title, and subject.
   a. Alphabetizing
      (1) Can alphabetize by interior letters of words.
      (2) Can interpret drawer labels.
   b. Subject Headings - Key Words
      (1) Can convert terminology into that used in subject headings.
      (2) Can be specific when looking up a subject.
      (3) Can use cross-references.
   c. Descriptive Information
      (1) Can interpret information on catalog cards, e.g., type of material, level of material, how recent, published, whether illustrated.
      (2) Can use information on catalog cards to compile a bibliography.
      (3) Knows a computer can serve the same function as the card catalog.

B. Fiction and Nonfiction

1. Understands the difference between fiction and nonfiction.
2. Can use the nonfiction collection as a source of information.

C. Dewey Decimal System

1. Understands the purpose of the system is to pull together materials on the same subject and literary form.
2. Understands the ten main classes.
3. Understands that the ten main classes can be divided and subdivided into more specific subjects.
4. Can locate materials using call numbers.
5. Knows that Library of Congress cataloging is used in university and other large libraries.

D. Reference Collection

1. Can distinguish the unique characteristics of each reference source.
2. Can determine the reference tool most appropriate for a specific purpose.
3. Knows reference sources are meant to be referred to, not read through.
4. Can locate information in reference sources.
5. Use computer systems to access relevant data bases.

E. Biographical Sources

1. Can locate information about a person.
2. Knows the different types of biographical materials and can locate information in each

F. Periodicals
1. Is familiar with periodicals of varying scope and purpose.
2. Understands periodicals are a source of current information.
3. Can interpret citations in Reader's Guide to Periodical Literature.
4. Is familiar with periodicals on microfilm or fiche.
5. Can interpret citations in New York Times Index.

G. Indexes
1. Knows indexes provide access to information by subject in book and reference sources.
2. Can locate information on a subject using a book's index.
3. Can locate information in an encyclopedia using an index.
4. Is aware of indexes to information beyond the library media center's immediate collection.
5. Can locate information in periodicals using indexes.

H. Vertical Files
1. Knows the type of material found in vertical files, e.g., pictures, clippings, pamphlets.
2. Can locate vertical file materials for an appropriate purpose.

II. Reading Guidance and Literature Appreciation

A. Evaluation and Selection Techniques
1. Understands the various forms of literature.
2. Is acquainted with authors and their works.
3. Can use various parts of a book to determine scope, format and timeliness, also to locate and document information.
4. Uses discrimination in selecting books and periodicals to read, films and television to view.

B. Research and Reporting Techniques
1. Expand or narrow scope of research topic.
2. Can locate materials to discover what others have found out about a topic.
3. Can use ideas gained through different materials.
4. Can carry research through to a conclusion.
5. Can present information in a written report and/or an oral presentation.
6. Can make a bibliography of sources used in a report.
7. Understands the function of footnotes.

C. Listening and Viewing Skills
1. Attends to the sights and sounds of the instructional situation.
2. Interprets what is heard and seen.
3. Can recall, summarize, paraphrase, and extend what is listened to and viewed.

D. Literature Appreciation
1. Is familiar with various forms of literature.
2. Can interpret meaning from many forms of literature.
3. Has read some of each of the various types of fiction/nonfiction.

Appendix B....continued

III. Computer and Nonprint Resources

A. School Library System

1. Use interlibrary loan when appropriate.
2. Locate materials available through use of databases.

B. Audiovisual Materials and Equipment

1. Knows information comes in a variety of formats.
2. Can locate materials in the audiovisual collection.
3. Can operate equipment in order to use materials.
4. Can produce own audiovisual materials to express ideas.

C. Community Resources

1. Places
2. Persons

APPENDIX C

RESOURCES

The participants brought together sample materials and ideas from the many units they had worked on with teachers from their own schools. The variety of those approaches and the creativity of these teachers were a primary resource for this project.

1. Kuhlthau, Carol Collier. School librarians grade-by grade activities program. West Nyack, New York, The Center for Applied REsearch in Education, Inc. 1981.

2. Library Science Curriculum Project. Cortland-Madison BOCES. Summer, 1985.

3. Regents Action Plan, Part 100.4 of the Commission's Regulations.

4. Secondary Library Media Skills: Instruction, Scope and Sequence Grades 7-12. Ithaca City School District, June, 1985.

5. Van Vliet, Lucille W., Media Skills for Middle Schools, Littleton, Colorado, Libraries Unlimited Inc., 1984.

APPENDIX D

EVALUATION

Evaluation will be based upon meeting the Regents Action Plan, Part 100.4, equivalency requirements. Compliance will be reflected in the maintenance of the management document (see Appendix A). It is expected that there will be full participation by faculty to meet this end. We have included the following projection for participation by subject area.

PROJECTION FOR PARTICIPATION

Subject area	% of total periods (40) to be covered by particular subject area
Art	5
Music	5
Health	5
Physical Eduction	2.5
Technology	10
Home and Career Skills	10
English	20
Science	10
Social Studies	20
Math	5
Foreign Language	7.5
Total	100

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Information Skills Curriculum Project
(7-8th Grade)
Summer 1986

A Curriculum Development Project Sponsored by
Schuyler-Chemung-Tioga BOCES
During the Summer of 1986

By the following representatives:

Participants

Kathleen Caffo Librarian	Jr. High West Horseheads School District
Margaret Carpenter Librarian	Odessa-Montour High School Odessa-Montour School District
Jeanne F. Horton School Library Media Specialist	Jr. High East Horseheads School District
Robert King Librarian	Watkins Glen High School Watkins Glen School District
Cynthia LaPier Coordinator	School Library System Schuyler-Chemung-Tioga BOCES
Sister Mary Brigid McCarthy, SSJ Teacher	Holy Family Jr. High School
Patricia E. Rice School Media Specialist	Spencer-Van Etten High School Spencer-Van Etten School District
Walter E. Scott Librarian	Thomas A. Edison Jr/Sr High School Elmira Heights School District
Eileen Chapple Scoville Library Media Specialist	Broadway Jr. High School Elmira City School District
Christopher Spezialetti Librarian/Dept. Chairperson	Thomas K. Beecher School Elmira City School District
Alta Stevenson School Library Media Specialist	Ernie Davis Jr. High School Elmira City School District
Donna Updyke Librarian	Waverly Jr/Sr High School Waverly School District
Barbara Wirth School Library Media Specialist	Parley Coburn Elementary School Elmira City School District

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